



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2009  
Code: 12381644  
SAU: MSAD 44  
School: Crescent Park School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9
Science Results .....	10-12

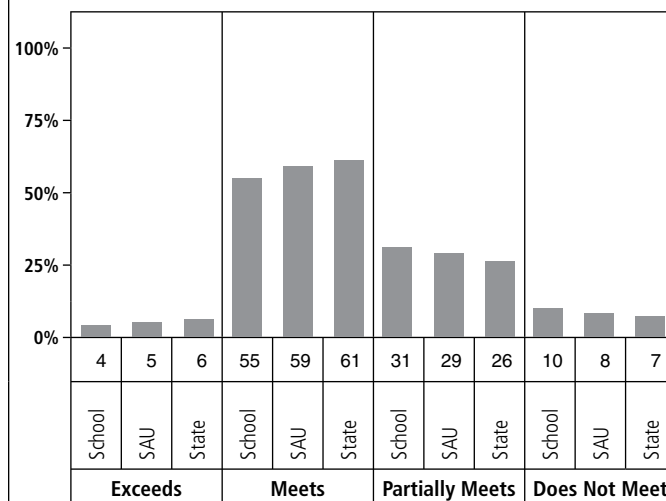
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 5  
SAU: MSAD 44  
School: Crescent Park School

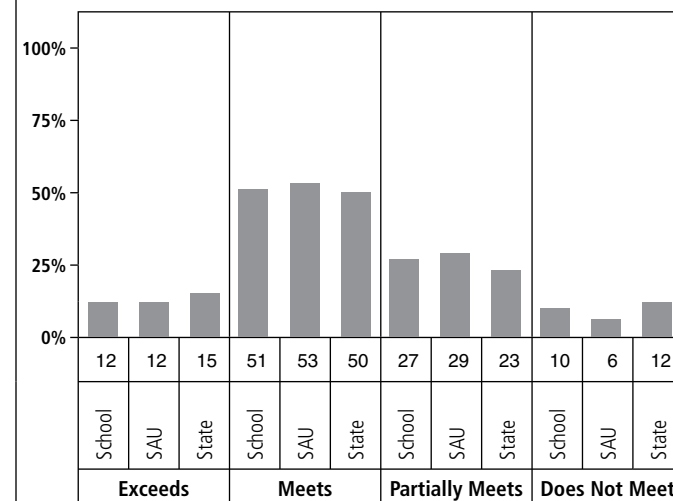
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	545	545	544
2007–2008	545	546	545
<b>2008–2009</b>	<b>544</b>	<b>545</b>	<b>546</b>
Cum. Avg.*	545	545	545
<b>Mathematics</b>			
2006–2007	541	543	546
2007–2008	544	546	546
<b>2008–2009</b>	<b>544</b>	<b>545</b>	<b>547</b>
Cum. Avg.*	543	545	546
<b>Science</b>			
<b>2008–2009 **</b>	<b>542</b>	<b>543</b>	<b>543</b>

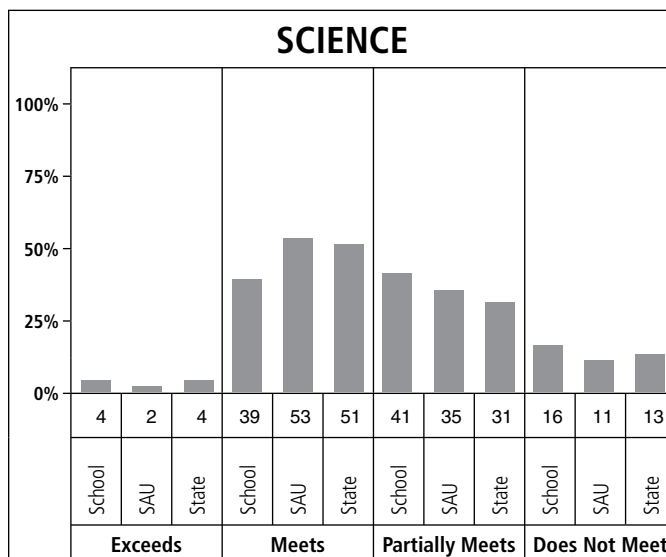
### ELA – READING



### MATHEMATICS



### SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 5  
SAU: MSAD 44  
School: Crescent Park School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	51	100	66	100	14212	100	51	100	66	100	14135	100	51	100	66	100	14144	100	51	100	66	100	14137	100
<b>Ethnicity</b> African American/Black	0	0	0	0	397	3	0	0	0	0	388	98	0	0	0	0	393	99	0	0	0	0	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	1	2	0	0	259	2	1	100	0	0	253	98	1	100	0	0	258	100	1	100	0	0	257	99
Hispanic	1	2	0	0	175	1	1	100	0	0	172	99	1	100	0	0	172	99	1	100	0	0	173	99
Caucasian/White	49	96	66	100	13271	93	49	100	66	100	13212	100	49	100	66	100	13211	100	49	100	66	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	6	12	10	15	2479	17	6	100	10	100	2454	100	6	100	10	100	2455	100	6	100	10	100	2451	99
<b>Current LEP</b>	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
<b>Economically disadvantaged</b>	19	37	27	41	5848	41	19	100	27	100	5815	100	19	100	27	100	5819	100	19	100	27	100	5812	100
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	47	92	57	86	10849	76	47	92	57	86	10872	76	47	92	57	86	10976	77
Identified disability (PET/IEP)	2	4	2	4	298	3	2	4	2	4	307	3	2	4	2	4	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
<b>Participation with accommodations</b>	4	8	9	14	3122	22	4	8	9	14	3124	22	4	8	9	14	3019	21
Identified disability (PET/IEP)	4	100	8	89	1992	64	4	100	8	89	2000	64	4	100	8	89	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	0	0	1	11	907	29	0	0	1	11	886	28	0	0	1	11	826	27
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	0	0	0	0	164	100	0	0	0	0	148	100	0	0	0	0	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
<b>Non-participation – other</b>	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 44  
School: Crescent Park School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	1	2	2	3	702	5
	2007-2008	2	4	5	8	659	5
	<b>2008-2009</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>836</b>	<b>6</b>
	Cum. Total*	5	3	10	5	2197	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	36	61	39	61	7730	55
	2007-2008	32	62	38	62	8195	58
	<b>2008-2009</b>	<b>28</b>	<b>55</b>	<b>39</b>	<b>59</b>	<b>8495</b>	<b>61</b>
	Cum. Total*	96	59	116	61	24420	58
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	17	29	18	28	4182	30
	2007-2008	12	23	13	21	3800	27
	<b>2008-2009</b>	<b>16</b>	<b>31</b>	<b>19</b>	<b>29</b>	<b>3667</b>	<b>26</b>
	Cum. Total*	45	28	50	26	11649	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	5	8	5	8	1419	10
	2007-2008	6	12	5	8	1362	10
	<b>2008-2009</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>8</b>	<b>973</b>	<b>7</b>
	Cum. Total*	16	10	15	8	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	29.2	60.8	30.0	62.5	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	14.5	60.4	14.7	61.3	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	14.7	61.3	15.3	63.8	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: MSAD 44  
 School: Crescent Park School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	51	2	4	28	55	16	31	5	10	544	66	5	59	29	8	545	13971	6	61	26	7	546
<b>Ethnicity</b>																						
African American/Black	0										0						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	1										0						252	11	58	21	11	547
Hispanic	1										0						166	4	54	32	10	543
Caucasian/White	49	2	4	28	57	15	31	4	8	544	66	5	59	29	8	545	13062	6	62	26	6	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	6	0	0	1	17	1	17	4	67	530	10	0	30	30	40	535	2290	0	29	47	23	537
No	45	2	4	27	60	15	33	1	2	546	56	5	64	29	2	546	11681	7	67	22	4	548
<b>Current LEP</b>																						
Yes	0										0						354	1	35	34	30	538
No	51	2	4	28	55	16	31	5	10	544	66	5	59	29	8	545	13617	6	61	26	6	546
<b>Economically disadvantaged</b>																						
Yes	19	0	0	7	37	8	42	4	21	538	27	0	48	37	15	541	5716	2	51	35	12	542
No	32	2	6	21	66	8	25	1	3	547	39	8	67	23	3	547	8255	9	67	20	4	548
<b>Migrant</b>																						
Yes	0										0						8	0	38	25	38	538
No	51	2	4	28	55	16	31	5	10	544	66	5	59	29	8	545	13963	6	61	26	7	546
<b>Gender</b>																						
Female	25	1	4	13	52	9	36	2	8	544	35	3	60	31	6	545	6882	8	62	24	6	547
Male	26	1	4	15	58	7	27	3	12	544	31	6	58	26	10	545	7089	4	60	28	8	545
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	8	0	0	1	13	6	75	1	13	538	11	0	9	82	9	538	1914	1	41	44	14	540
No	43	2	5	27	63	10	23	4	9	545	55	5	69	18	7	546	12057	7	64	23	6	547
<b>Gifted/talented program</b>																						
Yes	0										0						450	26	72	2	0	557
No	51	2	4	28	55	16	31	5	10	544	66	5	59	29	8	545	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 44  
School: Crescent Park School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	0	0	1	50	1	50	530	8	0	20	40	40	534	4	2	40	34	24	540
B. less than one hour	60	0	0	17	57	10	33	3	10	543	66	2	63	30	5	545	70	6	63	26	6	546
C. one to two hours	32	2	13	10	63	3	19	1	6	548	23	13	67	13	7	549	24	7	61	26	6	546
D. more than two hours	4	0	0	1	50	1	50	0	0	544	3	0	50	50	0	543	2	4	42	33	21	541
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	20	0	0	10	100	0	0	0	0	550	23	0	87	13	0	548	36	10	67	18	5	549
B. good	56	1	4	15	54	8	29	4	14	543	55	6	61	25	8	546	47	5	62	27	6	546
C. fair	24	1	8	3	25	7	58	1	8	541	22	7	29	50	14	540	15	2	47	40	12	541
D. poor	0										0						2	0	30	46	24	537
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	30	1	7	11	73	3	20	0	0	547	31	5	70	20	5	547	31	9	65	20	5	548
B. They match some of what I have learned.	60	1	3	14	47	11	37	4	13	543	54	3	54	34	9	543	55	5	63	27	5	546
C. They match just a little of what I have learned.	10	0	0	3	60	1	20	1	20	541	9	17	67	17	0	551	10	3	45	38	14	542
D. There is no match.	0										6	0	50	25	25	540	3	1	31	41	27	537
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	12	0	0	1	17	2	33	3	50	533	18	0	50	25	25	540	16	3	49	32	15	542
B. about the same as my regular schoolwork	60	1	3	18	60	9	30	2	7	544	60	5	62	31	3	546	64	7	63	25	5	547
C. easier than my regular schoolwork	28	1	7	9	64	4	29	0	0	549	22	7	64	21	7	547	20	5	62	26	7	546
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	12	0	0	0	0	3	50	3	50	531	12	0	38	38	25	537	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	46	1	4	12	52	8	35	2	9	542	49	6	53	34	6	544	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	42	1	5	16	76	4	19	0	0	550	38	4	76	16	4	549	38	10	68	18	4	549
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	24	0	0	8	67	4	33	0	0	546	23	0	67	27	7	546	20	10	64	21	5	548
B. 20 minutes to an hour	50	2	8	14	56	8	32	1	4	546	48	10	61	26	3	546	56	7	65	24	5	547
C. less than 20 minutes	12	0	0	4	67	0	0	2	33	539	9	0	67	0	33	541	10	3	52	33	12	543
D. I rarely read at home.	14	0	0	2	29	3	43	2	29	539	20	0	46	46	8	543	14	1	46	38	14	541
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	28	1	7	4	29	5	36	4	29	539	27	6	53	24	18	542	25	3	53	33	11	543
B. six to ten pages	22	0	0	6	55	4	36	1	9	543	25	0	50	44	6	543	26	6	61	26	7	546
C. eleven or more pages	50	1	4	18	72	6	24	0	0	547	48	7	70	20	3	547	49	8	65	23	5	547
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	0	0	1	100	530	100	0	0	0	100	530						
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 44  
School: Crescent Park School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	6	10	5	8	1711	12
	2007-2008	3	6	6	10	1617	12
	<b>2008-2009</b>	<b>6</b>	<b>12</b>	<b>8</b>	<b>12</b>	<b>2119</b>	<b>15</b>
	Cum. Total*	15	9	19	10	5447	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	20	34	26	41	6778	48
	2007-2008	28	54	31	51	7284	52
	<b>2008-2009</b>	<b>26</b>	<b>51</b>	<b>35</b>	<b>53</b>	<b>7046</b>	<b>50</b>
	Cum. Total*	74	46	92	48	21108	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	25	42	26	41	3884	28
	2007-2008	13	25	18	30	3341	24
	<b>2008-2009</b>	<b>14</b>	<b>27</b>	<b>19</b>	<b>29</b>	<b>3193</b>	<b>23</b>
	Cum. Total*	52	32	63	33	10418	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	8	14	7	11	1683	12
	2007-2008	8	15	6	10	1778	13
	<b>2008-2009</b>	<b>5</b>	<b>10</b>	<b>4</b>	<b>6</b>	<b>1638</b>	<b>12</b>
	Cum. Total*	21	13	17	9	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	23.9	49.8	24.5	51.0	25.5	53.1
<b>A. Number</b>	<b>18</b>	<b>38</b>	9.0	50.0	9.1	50.6	9.8	54.4
<b>B. Data</b>	<b>10</b>	<b>21</b>	4.7	47.0	5.0	50.0	5.2	52.0
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	4.7	47.0	4.8	48.0	4.7	47.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	5.5	55.0	5.7	57.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: MSAD 44  
 School: Crescent Park School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	51	6	12	26	51	14	27	5	10	544	66	12	53	29	6	545	13996	15	50	23	12	547
<b>Ethnicity</b>																						
African American/Black	0										0						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	1										0						257	19	50	20	12	548
Hispanic	1										0						166	9	43	31	17	543
Caucasian/White	49	6	12	26	53	13	27	4	8	544	66	12	53	29	6	545	13078	15	51	23	11	547
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	6	0	0	2	33	0	0	4	67	520	10	0	40	30	30	533	2307	3	32	32	33	536
No	45	6	13	24	53	14	31	1	2	547	56	14	55	29	2	547	11689	17	54	21	8	549
<b>Current LEP</b>																						
Yes	0										0						365	5	33	30	32	536
No	51	6	12	26	51	14	27	5	10	544	66	12	53	29	6	545	13631	15	51	23	11	547
<b>Economically disadvantaged</b>																						
Yes	19	0	0	8	42	6	32	5	26	535	27	4	37	48	11	539	5731	7	46	29	18	542
No	32	6	19	18	56	8	25	0	0	549	39	18	64	15	3	549	8265	21	53	19	7	550
<b>Migrant</b>																						
Yes	0										0						8	0	38	50	13	540
No	51	6	12	26	51	14	27	5	10	544	66	12	53	29	6	545	13988	15	50	23	12	547
<b>Gender</b>																						
Female	25	1	4	12	48	10	40	2	8	542	35	6	51	37	6	543	6889	14	51	23	12	546
Male	26	5	19	14	54	4	15	3	12	545	31	19	55	19	6	547	7107	16	50	23	11	547
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	8	0	0	4	50	3	38	1	13	538	11	0	55	36	9	540	1918	3	39	36	22	539
No	43	6	14	22	51	11	26	4	9	545	55	15	53	27	5	546	12078	17	52	21	10	548
<b>Gifted/talented program</b>																						
Yes	0										0						450	64	34	2	0	564
No	51	6	12	26	51	14	27	5	10	544	66	12	53	29	6	545	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 44  
School: Crescent Park School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	1	50	0	0	1	50	525	8	0	20	60	20	534	4	8	38	26	28	539
B. less than one hour	60	2	7	15	50	10	33	3	10	542	66	9	56	30	5	545	70	15	52	23	10	547
C. one to two hours	32	4	25	9	56	2	13	1	6	550	23	27	60	7	7	550	24	15	51	23	11	547
D. more than two hours	4	0	0	1	50	1	50	0	0	540	3	0	50	50	0	539	2	9	37	24	30	539
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	22	5	45	5	45	1	9	0	0	555	24	47	40	13	0	555	34	28	50	14	8	552
B. good	56	1	4	17	61	6	21	4	14	542	59	3	68	22	8	544	45	11	54	24	10	546
C. fair	20	0	0	4	40	5	50	1	10	538	16	0	30	60	10	537	18	3	45	33	19	540
D. poor	2	0	0	0	0	1	100	0	0	532	2	0	0	100	0	532	3	1	29	41	29	535
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	38	3	16	12	63	2	11	2	11	546	37	17	58	21	4	548	38	22	52	19	7	550
B. They match some of what I have learned.	52	2	8	12	46	10	38	2	8	542	51	6	58	30	6	544	48	12	53	24	11	546
C. They match just a little of what I have learned.	6	1	33	1	33	1	33	0	0	551	8	40	20	40	0	551	11	6	40	30	24	540
D. There is no match.	4	0	0	1	50	0	0	1	50	523	5	0	33	33	33	529	3	6	26	29	38	534
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	10	0	0	3	60	0	0	2	40	532	11	0	86	0	14	541	17	7	42	30	21	540
B. about the same as my regular schoolwork	78	3	8	22	56	11	28	3	8	544	72	9	55	30	6	545	64	15	53	23	10	547
C. easier than my regular schoolwork	12	3	50	1	17	2	33	0	0	551	17	36	27	36	0	550	19	24	49	17	10	550
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	8	0	0	2	50	1	25	1	25	538	12	13	63	25	0	547	7	6	39	27	27	539
B. 30–45 minutes	42	1	5	9	43	8	38	3	14	539	54	6	46	40	9	542	28	9	49	28	15	544
C. 45–60 minutes	36	4	22	10	56	3	17	1	6	548	23	27	60	7	7	549	41	17	53	21	9	548
D. more than 60 minutes	14	1	14	5	71	1	14	0	0	550	11	14	71	14	0	550	24	21	51	20	8	549
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										0						6	14	43	24	20	543
B. two or three days a week	10	0	0	1	20	3	60	1	20	533	12	0	50	38	13	538	24	17	52	21	10	548
C. two or three times each month	20	2	20	6	60	2	20	0	0	547	22	7	57	29	7	544	33	17	52	21	9	548
D. never or almost never	70	4	11	19	54	8	23	4	11	544	66	16	53	26	5	547	38	12	49	25	14	545
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	4	1	50	0	0	1	50	0	0	549	5	33	33	33	0	551	23	13	47	26	15	545
B. two or three days a week	32	1	6	7	44	7	44	1	6	543	35	9	52	39	0	546	31	17	52	21	10	548
C. two or three times each month	32	2	13	9	56	3	19	2	13	542	29	11	47	26	16	541	27	17	52	21	10	548
D. never or almost never	32	2	13	10	63	2	13	2	13	546	31	15	65	15	5	547	20	12	50	24	14	545
<b>Optional school/SAU question</b>																						
A.	100	0	0	1	100	0	0	0	0	544	100	0	100	0	0	544						
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 44  
School: Crescent Park School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	2	4	1	2	626	4
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	20	39	35	53	7187	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	21	41	23	35	4364	31
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	8	16	7	11	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	48	100	28.1	58.5	29.0	60.4	29.2	60.8
<b>D. The Physical Setting</b>	24	50	12.3	51.3	12.8	53.3	12.9	53.8
<b>E. The Living Environment</b>	24	50	15.8	65.8	16.3	67.9	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 44  
School: Crescent Park School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	51	2	4	20	39	21	41	8	16	542	66	2	53	35	11	543	13995	4	51	31	13	543
<b>Ethnicity</b>																						
African American/Black	0										0						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	1										0						256	5	51	27	17	542
Hispanic	1										0						167	1	40	37	22	539
Caucasian/White	49	2	4	20	41	20	41	7	14	542	66	2	53	35	11	543	13080	5	52	31	12	544
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	6	0	0	0	0	4	67	2	33	533	10	0	40	50	10	540	2309	2	29	39	29	536
No	45	2	4	20	44	17	38	6	13	543	56	2	55	32	11	543	11686	5	56	30	10	545
<b>Current LEP</b>																						
Yes	0										0						361	1	23	32	44	533
No	51	2	4	20	39	21	41	8	16	542	66	2	53	35	11	543	13634	5	52	31	12	544
<b>Economically disadvantaged</b>																						
Yes	19	0	0	6	32	8	42	5	26	537	27	0	41	41	19	539	5729	2	42	37	20	539
No	32	2	6	14	44	13	41	3	9	544	39	3	62	31	5	546	8266	6	58	27	8	546
<b>Migrant</b>																						
Yes	0										0						8	0	25	13	63	530
No	51	2	4	20	39	21	41	8	16	542	66	2	53	35	11	543	13987	4	51	31	13	543
<b>Gender</b>																						
Female	25	0	0	8	32	12	48	5	20	538	35	0	46	40	14	540	6886	4	49	33	14	542
Male	26	2	8	12	46	9	35	3	12	545	31	3	61	29	6	546	7109	5	54	29	12	544
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	8	0	0	1	13	4	50	3	38	533	11	0	18	45	36	533	1917	1	31	41	28	536
No	43	2	5	19	44	17	40	5	12	543	55	2	60	33	5	545	12078	5	55	30	11	544
<b>Gifted/talented program</b>																						
Yes	0										0						450	25	72	2	1	557
No	51	2	4	20	39	21	41	8	16	542	66	2	53	35	11	543	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 44  
School: Crescent Park School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	1	50	0	0	1	50	542	8	0	40	40	20	542	4	2	37	35	25	538
B. less than one hour	60	1	3	11	37	14	47	4	13	541	66	0	56	37	7	543	70	4	53	31	12	544
C. one to two hours	32	1	6	8	50	5	31	2	13	546	23	7	53	27	13	546	24	5	51	31	12	544
D. more than two hours	4	0	0	0	0	2	100	0	0	537	3	0	50	50	0	543	2	4	39	31	26	539
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	16	1	13	4	50	3	38	0	0	548	20	0	77	23	0	547	26	7	56	26	11	545
B. good	62	0	0	14	45	13	42	4	13	542	57	0	57	35	8	543	53	4	53	31	11	544
C. fair	22	1	9	2	18	5	45	3	27	539	22	7	21	50	21	539	18	2	41	39	17	540
D. poor	0										2	0	100	0	0	552	3	1	33	36	30	536
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	28	0	0	8	57	6	43	0	0	542	38	0	72	28	0	545	23	5	56	28	11	544
B. They match some of what I have learned.	48	1	4	8	33	10	42	5	21	541	38	0	40	40	20	540	48	5	52	31	12	544
C. They match just a little of what I have learned.	22	1	9	3	27	5	45	2	18	543	17	9	36	45	9	545	23	4	49	33	14	543
D. There is no match.	2	0	0	1	100	0	0	0	0	556	6	0	75	25	0	548	6	3	40	34	23	539
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	20	1	10	4	40	4	40	1	10	546	20	8	54	31	8	547	23	5	48	31	16	543
B. about the same as my regular schoolwork	64	0	0	15	47	12	38	5	16	541	59	0	58	32	11	543	58	4	52	32	12	543
C. easier than my regular schoolwork	16	1	13	1	13	5	63	1	13	543	20	0	46	46	8	542	19	6	53	29	11	544
<b>How often do you have science classes?</b>																						
A. every day	50	1	4	10	40	9	36	5	20	542	36	4	48	30	17	543	33	5	51	31	14	543
B. a few times a week	38	1	5	7	37	10	53	1	5	543	48	0	52	45	3	543	45	4	52	32	11	544
C. once a week	6	0	0	1	33	2	67	0	0	539	8	0	60	40	0	545	8	4	50	30	16	542
D. a few times a month	6	0	0	2	67	0	0	1	33	546	8	0	80	0	20	545	15	4	52	30	14	543
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	36	0	0	5	28	7	39	6	33	537	31	0	53	26	21	541	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	16	0	0	4	50	3	38	1	13	542	19	0	50	42	8	543	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	22	2	18	6	55	3	27	0	0	552	31	5	68	21	5	547	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	26	0	0	5	38	8	62	0	0	542	19	0	33	67	0	540	21	6	58	27	10	545
<b>How often do you make observations and collect data in science class?</b>																						
A. a few times a week	66	2	6	14	42	13	39	4	12	543	54	3	60	31	6	544	47	4	51	32	12	543
B. a few times a month	20	0	0	3	30	5	50	2	20	540	28	0	39	44	17	542	27	5	54	30	11	544
C. once a month	4	0	0	1	50	1	50	0	0	546	6	0	25	75	0	539	10	5	49	30	15	543
D. never or almost never	10	0	0	2	40	2	40	1	20	542	12	0	75	13	13	547	15	3	48	32	16	542
<b>How often do you use observations and data to support your idea about science?</b>																						
A. a few times a week	63	2	6	12	39	12	39	5	16	542	59	3	57	30	11	543	46	4	52	32	12	543
B. a few times a month	24	0	0	5	42	5	42	2	17	542	29	0	39	50	11	541	28	5	53	30	12	544
C. once a month	2	0	0	0	0	1	100	0	0	538	3	0	0	100	0	535	11	4	47	34	15	542
D. never or almost never	10	0	0	2	40	3	60	0	0	544	10	0	83	17	0	549	15	4	50	30	16	542
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	0	0	1	100	522	100	0	0	0	100	522						
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards  
N = Number